

Grades 3-5	Level 1-2: Entering/Beginning	Level 3-4: Developing/Expanding	Level 5: Bridging
<b>MPS</b> <b>Literacy</b> <b>Strand One:</b>  <b>Language</b> <b>Structures</b> <b>and</b> <b>Vocabulary</b> <b>Development</b>	Nouns € <i>Singular</i> € <i>plural</i> € <i>with conjunction and</i> € <i>Subject pronouns</i> € <i>Cardinal numbers</i> Verbs € <i>command form</i> € <i>Simple present tense - affirmative</i> € <i>negative commands</i> € <i>Be (is, am, are) and BE + NOT</i> € <i>Have/ Don't have</i> € <i>present progressive</i> € <i>Simple past (questions, negative forms)</i> € <i>Subject + (BE) + VERB + ing</i> € <i>Subject + (BE) + VERB + ing + NOUN</i> € <i>Simple present tense – negative question</i> € <i>Was, were</i> € <i>Future with going to</i> € <i>Simple past - regular</i> € <i>Future with will</i> Syntax € <i>Sentence pattern: Verb + noun marker + noun</i> € <i>Short answers</i> Adjectives € <i>colors</i> Prepositions € <i>to, in, on, under</i> € <i>over, behind, near, next to</i> WH- Questions € <i>who, what, where, when</i>	Nouns € <i>Opposites: concept and common examples</i> € <i>Object pronouns</i> € <i>Possessive pronouns</i> € <i>This/These, that/those</i> € <i>Count/non-count nouns</i> € <i>Many, much</i> Verbs € <i>Simple past (questions, negative forms)</i> € <i>Subject + (BE) + VERB + ing</i> € <i>Subject + (BE) + VERB + ing + NOUN</i> € <i>Simple present tense – negative question</i> € <i>Was, were</i> € <i>Future with going to</i> € <i>Simple past - regular</i> € <i>Future with will</i> € <i>Contractions</i> € <i>Simple past – irregular</i> € <i>VERB + to + VERB</i> € <i>Past continuous (was + VERB + ing)</i> € <i>Habitual past (used to + VERB)</i> Syntax € <i>Short answers</i> € <i>Tag questions</i> € <i>Subject + (BE) + VERB + ing + prepositional phrase</i> € <i>Empty IT subject (it's raining)</i> Adjectives € <i>A, an, the</i> € <i>Comparison of adjectives</i> Adverbs € <i>Sequencing for retelling: first, next, finally</i> € <i>frequency</i> € <i>manner</i> € <i>time and place</i> € <i>Comparison of adverbs</i>	Nouns € <i>ID person: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></i> € <i>Subject and object pronoun forms</i> Verbs € <i>VERB + gerund</i> € <i>Modals for polite request/permission</i> € <i>Modals of probability: might, can, could, should</i> € <i>Could have (not “could of”)</i> Syntax € <i>Compound sentences</i> € <i>Either/or, neither/nor, both/and as joiners</i> € <i>IF clause: factual conditional (if you heat water, it boils)</i> € <i>Parts of speech: adjective, adverb, conjunction</i> Adjectives € <i>A, an, some, few</i> Usage € <i>Idioms</i> € <i>Sentence variety</i> € <i>Similes using like/as</i> € <i>ID literal vs. figurative language in writing</i> Word Forms € <i>Word families</i> € <i>Prefixes: un-, pre-</i> € <i>Suffixes: -ing, -ed</i> € <i>Syllabification</i>

		Prepositions € <i>over, behind, near, next to</i> WH- Questions € <i>why, how</i> Usage Word Forms and Vocabulary € <i>Lexical sets</i> € <i>synonym/antonym</i>	
<b>MPS Literacy Strand Five:</b>  <b>Writing Process, Genres and Conventions</b>	€ <i>Label</i> € <i>List</i> € <i>Copy</i> € <i>Draw</i>	€ <i>Simple sentences</i> € <i>Write phonetically</i> € <i>Sight words</i> € <i>Common nouns</i> € <i>Narrative: multi-paragraph</i> € <i>Expository: single paragraph</i> € <i>ID complete sentence vs. fragment</i> € <i>Write complete sentences</i> € <i>Break run-on into 1 sentence per idea</i>	€ <i>Compound sentences</i> € <i>Vocab: word choice</i> € <i>Sequence 3-5 sentences: beginning, middle, end (first, next, finally)</i> € <i>Short narrative</i> € <i>Short informational report</i> € <i>Short response/retell</i> € <i>Produces –s, -ing, -ed in writing</i> € <i>Persuasion: some...but</i> € <i>Fact/opinion</i> € <i>Cause/effect</i> € <i>Expository: multi-paragraph</i> € <i>Uses paragraph form: topic sentence, main idea, supporting details, concluding sentence.</i> € <i>Word choice: appropriate, academic</i> € <i>Voice/register: can ID formal/informal</i> € <i>Writes personal response in 1<sup>st</sup> person</i> € <i>Uses shades of meaning: I feel, I think, I believe</i> € <i>Imperative voice (implied you)</i> € <i>Uses transitional words to sequence events</i>
<b>MPS Literacy Strand Six:</b>  <b>Listening</b>	€ <i>Follow along with single step verbal commands (common classroom activities)</i> € <i>Verbs: be, have, know, tell, say, think, get, go, come, sit, stand.</i> € <i>Respond to one-step oral common commands</i> € <i>ID every day home and classroom objects (point/indicate)</i> € <i>Match pictures to sentences</i> € <i>Order pictures or sentences and read aloud</i>	€ <i>Order pictures of related sentences read aloud using ordinal numbers</i> € <i>Order pictures of related sentences read aloud using transitional words (first, next, finally)</i> € <i>Match person or tool with oral description of its function</i> € <i>Match noun with verb</i> € <i>ID activities from descriptions</i> € <i>Follow multi step oral commands that use</i>	€ <i>Present real conditional (if/then) (if you hurt yourself, then you go to the nurse) (indicate via matching pictures)</i> € <i>Demonstrate understanding of “going to”</i> € <i>Select logical outcome/ending with modals will, might, could</i> € <i>Follow directions from indirect discourse (eg cassette, video)</i> € <i>ID main idea of info presented via indirect discourse</i>

	<ul style="list-style-type: none"> <li>€ <i>Beginning, middle, end</i></li> <li>€ <i>Respond to what is this/that, these/those</i></li> <li>€ <i>Respond to WH questions</i></li> <li>€ <i>ID opposites</i></li> <li>€ Follow one-step oral commands imperative</li> <li>€ ID elements of stories from oral directions supported by illustrations</li> <li>€ Select literal meaning from oral descriptions and match to illustrations</li> </ul>	<ul style="list-style-type: none"> <li>sequencing words (first, next, last)</li> <li>€ ID main idea/core focus of multi sentence communication: doers (S/N), main action (V)</li> <li>€ Recognize minimal pairs</li> <li>€ Respond to questions that use because, so, if/then (cause/effect)</li> <li>€ Follow commands, instructions given in polite form</li> <li>€ ID literal details in multi sentence communication (adjective, adverb, prep phrase)</li> <li>€ Understand future and hypothetical using “going to” from illustrations</li> <li>€ ID main idea of multi sentence oral discourse—select from illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>€ ID effect from cause/effect statement in complex sentence</li> <li>€ ID conclusions—finally, in conclusion</li> <li>€ Connect parts of oral discourse to choose appropriate conclusion</li> </ul>
<b>MPS</b> <b>Literacy</b> <b>Strand Six:</b>  <b>Speaking</b>	<ul style="list-style-type: none"> <li>€ <i>List everyday home and classroom objects</i></li> <li>€ <i>Name characters and setting in a story</i></li> <li>€ <i>ID features of illustration/photos</i></li> <li>€ <i>List lexical sets, content-related nouns</i></li> <li>€ <i>Single word imperative verb commands</i></li> <li>€ <i>Single word response to WH questions</i></li> <li>€ <i>Describe opposites with single word</i></li> <li>€ <i>State name and phone number</i></li> </ul>	<ul style="list-style-type: none"> <li>€ <i>Respond in complete sentences to WH sentences</i></li> <li>€ <i>Use habitual present</i></li> <li>€ <i>Complete sentences</i></li> <li>€ <i>Imperative verb commands</i></li> <li>€ <i>S/V/O sentence to explain function of objects and people</i></li> <li>€ <i>Describe opposites in complete sentences</i></li> <li>€ <i>Describe current activities using present progressive</i></li> <li>€ <i>Minimal pairs: production</i></li> <li>€ Descriptive prepositional phrases</li> <li>€ Synonyms for paraphrasing</li> <li>€ Express fact and opinion using I statements—I think/feel/believe</li> <li>€ Sequencing to explain/summarize using first, next, then</li> <li>€ Use focus words to summarize oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>€ <i>Use this/that, these/those in statements and questions.</i></li> <li>€ <i>Talk about future activities using “going to”</i></li> <li>€ Distinguish between “about to,” “going to,” and “will” for future</li> <li>€ Produce present real conditional statements</li> <li>€ Complex sentences with because to connect parts and express conclusion</li> <li>€ ID inferences using modals of possibility</li> <li>€ Coordinating conjunctions to connect parts and express conclusions</li> <li>€ Compound sentences using “so” to draw conclusions (“so what happened?” “x happened so y happened”)</li> </ul>